

# Design of e-law Consult to Protect Teacher in Central java Indonesia

Maryanto<sup>1</sup>, Toebagus Galang Windi Pratama<sup>2</sup>, Ika Menarianti<sup>3</sup>, Achmad Buchori<sup>4</sup>

<sup>1</sup>Faculty of Social Science, Sport and Recreation Education, Universitas PGRI Semarang, Indonesia

<sup>2</sup>Faculty of Law, Universitas PGRI Semarang, Indonesia

<sup>3,4</sup>Faculty of Mathematic, Natural Science And Technology Education, Universitas PGRI Semarang, Indonesia

## Article Info

Volume 82

Page Number: 1455 - 1463

Publication Issue:

January-February 2020

## Abstract:

The general public's lack of understanding of the law is more due to their lack of access to legal information sources, as evidenced by cases that ensnared teachers in Central Java and Indonesia both in terms of violence towards teachers. This problem needs to be overcome by making a breakthrough by utilizing technology. The technology applied is expected to help the community, especially for teachers in Central Java, regarding legal information and input on these legal issues. The purpose of this study can develop E-Law Consult as a place for legal protection for Central Java Teachers. The procedure for developing E-Law Consult uses a model developed by Borg and Gall which includes 10 stages, namely (1) Research and information collecting, (2) Planning, (3) Developing preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation. In this study, In the development process, the product was validated by experts, with a value for material experts at 98.3% included in the very good category while for media experts at 88.2% in the very good category. Based on the results of the experts' validation, the e-law consult media is a valid product and is suitable for use.

**Keywords:** Design, e-law consult, protect, teacher

## Article History

Article Received: 14 March 2019

Revised: 27 May 2019

Accepted: 16 October 2019

Publication: 07 January 2020

## I. INTRODUCTION

Protection of teachers and teaching staff is considered to be minimal, following the emergence of cases of violence against teachers in Indonesia. Although it is realized that the Act actually already clearly states that teachers are entitled to protection in undergoing their profession. The regulation referred to is Article 39 paragraph (3) of Law Number 14 Year 2005 concerning Teachers and Lecturers which states that legal protection covers acts of violence, threats, discriminatory treatment, intimidation or unfair treatment by students, parents of participants students, the public, bureaucracy or other parties. (Handoko, W. T. : 2015). In several articles, it is mandated that there are derivative rules

made through Government Regulation / PP. However, why have there been so many harassments and stunts on the teaching profession lately? Many teachers are trapped in legal cases, complained to the police with the pretext of violating UUPA / Law on Child Protection and Human Rights / Human Rights. (Hadi, M. : 2012).

Because disciplining students causes the teachers to languish in jail. The LoGA and Human Rights, which were interpreted excessively after the reforms were used as weapons. For example in the case of a teacher named Ahmad Budi Cahyono at Torjun 1 High School, Sampang Regency, Madura, his departure left wounds and heartbreaking pains. The saddest again, the art teacher had to leave forever leaving a wife who was pregnant with her first child

(<http://enizaetuniah.gurusiana.id/article/artikel-tentang-perlindungan-profesiguru-4884682>). to overcome this problem, the Law recognizes the term fiction adage law, which is wherever anyone without exception is considered to know the law. Even though this adage has long been abandoned, the fact is that this view is still shared by the judicial world. Decision of the Supreme Court (MA) and the Constitutional Court (MK). MA Decision No. 645K / Sip / 1970 and the Constitutional Court's decision No. 001 / PUU-V / 2007 still shows that both of them contain the same principle: "A person's ignorance of the law cannot be used as an excuse for forgiveness". (Afandi, F. : 2013).

The lack of public understanding of the law is due to many factors. But in general it is more due to their lack of access to legal information sources. For example, the Official Gazette (LN) and Supplement to the Official Gazette (TLN), where laws and their explanations are published, are not mass produced and are not free. If only all regulations issued by the government could be accessed easily, it is likely that the public would increasingly understand the law. Lack of community understanding of the law can be resolved through socialization or counseling or also through legal education. The public can also access via [www.hukumonline.com](http://www.hukumonline.com). But of course it can not penetrate to the deepest lines of society because to do so requires not only material, but also energy and time that is not small so it can not reach the maximum. Rapid technological developments, changing the way people look at technology. Technology becomes a supporting need in finding information. This potential can enable people to get to know the law more quickly. This underlies the need to develop an E-Law Consult as a legal protection forum for Teachers in Central Java to answer the community's mobility needs for the law so that with the E-Law Consult the public is expected to know the law well. From the above background the researcher considers it necessary to design of e-law consult to protect teacher in central java Indonesia. (Dewi, N. K. R. K. : 2019).

## II. LITERATURE REVIEW

### A. Policy about teachers

Government policy stipulates Law Number 14 Year 2005 regarding Teachers and Lecturers to give attributive authority to the government and regional governments to provide legal protection to teachers in carrying out their professional duties. Legal protection is the right of the teacher which includes legal protection against acts of violence, threats, discriminatory treatment, intimidation, or inadequate treatment from students, parents, students, the public, bureaucracy, or other parties. Ardi, M. (2016) states that the Pontianak City Government through Regional Regulation No. 12 of 2009 concerning the administration of education in Pontianak City is also mandated to provide legal protection to educators and education personnel in carrying out their duties and intellectual property rights. But in its law enforcement, the Regional Government is faced with several constraints, both structure, substance and culture so that the implementation of policies regarding the protection of law teachers cannot be carried out effectively and optimally. Efforts to overcome these obstacles include, among others, increasing the active role of the Regional Government together with other stakeholders to take preventive and repressive actions in order to respond to any problems relating to the implementation of legal protection for teachers. The effort can also be done by revising existing regulations or making new policies that specifically regulate the legal protection of teachers. Public understanding and awareness of teacher's legal protection rights must be broadly improved so that the mandate of Article 39 paragraph (3) of Law Number 14 Year 2005 can be realized effectively and optimally

Komara, E. (2016) states that legal and professional protection for teachers is an integral part of efforts to fulfill teacher rights. This is in accordance with Law No. 14 of 2005 concerning Teachers and Lecturers, which includes: earning an income above the minimum needs and guaranteeing social welfare; get promotions and awards in accordance with their

duties and work performance; obtain protection in carrying out their duties and intellectual property rights; get the opportunity to improve learning competencies to facilitate professionalism; obtain and utilize facilities and infrastructure; has the freedom to provide assessments and participate in determining graduation, including awards and / or penalties to students; obtain a sense of security and security guarantees in carrying out their duties; have freedom of association in professional organizations; has the opportunity to play a role in determining education policy; get the opportunity to develop and improve academic qualifications / competencies; and receive training and professional development in their fields. In connection with the presence of a law regulating the rights and protection of children, including students in schools, synchronization and integration efforts are needed so that, in its implementation, the law does not contradict the Law of the Civil Society in Indonesia.

Protection for teachers is a mandate of the law. In carrying out their professional duties, the teacher has the right to obtain protection in carrying out the duties and intellectual property rights (article 14, paragraph 1, item e). Protection as referred to in this provision covers legal protection, professional protection, protection of occupational safety and health, and Intellectual Property Rights (IPR). Legal protection includes protection against acts of violence, threats, intimidation, discriminatory treatment, or unfair treatment on the part of students, parents of students, the public, bureaucracy, or other parties. Professional protection includes protection against termination of employment that is not in accordance with the laws and regulations, the provision of improper rewards, restrictions on the delivery of views, harassment of the profession, other restrictions / restrictions that can hinder teachers in carrying out their duties, as well as obstacles to carrying out further studies. Occupational safety and health protection includes protection against the risk of workplace security, workplace accidents, fire at work, natural disasters, work environment health, and

/ or other risks. IPR protection covers copyright and industrial property rights (Trianto&Tutik, T. T. : 2006). Teachers are required to become members of professional organizations (article 41, paragraph 3). Through professional organizations, teachers can fight for their rights in the protection of the profession, as stated in article 42 butir c. Teachers must obey the professional code of ethics, which in its implementation is overseen by the Honorary Board

## B. E-Law Consult Products

Related to the product can be seen in the product of cooperation in RengaliVisi Berjaya (RVB) and the Indonesian Procurement Lawyers Association (APPI) named Halo Lawyer in 2017 (<http://www.tribunnews.com/techno/2017/01/31/halo-lawyer-new-application-for-legal-present-smartphone-consultation> / 4/11/2017). This application is basically a chat or messaging application, which is an application of textual interaction with lawyers or advocates relating to legal issues. Unlike Halo Lawyer, the E-Law Consult application puts forward its own technology in the sense, E-Law Consult is not a messaging or chat system with lawyers or advocates but rather a system that indexes the glossary of words then through this application, users type their legal issues into the column provided for later the words are matched with the existing glossary that has been linked with the existing articles and legal provisions and immediately bring up the results (legal problems encountered) right then and there. Bintliff, B. : 1996). This is a major breakthrough in the field of law and technology where technology can be utilized as well as possible to reach a law-conscious society. Related to the legal consultation itself, there is also a study conducted by Ni KetutSupastiDharmawan in 2012 entitled Socialization and Consultation on Business Law, Citizenship Law, Criminal Law and Customary & Community Law at the Interactive Law Clinic of Radio SuaraJangerPolda Bali that uses radio and media telephone for legal consultation, hal ini diperkuat oleh Davis, P. C. (1992). Law and

lawyering: Legal studies with an interactive focus. explains the interactive legal services will make it easier for patients to express their problems clearly and easily. so Byron, I. P. (2014). Explain about The Relationship between Social Justice and Clinical Legal Education: A Case Study of the Women's Law Clinic, if women have problem in your family or problem in campus so its woman have application to make easily this problem.

### III. METHOD

This research method was research and development. It is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono: 2010). The research model used the Borg and Gall which includes 10 stages, namely (1) Research and information collecting, (2) Planning, (3) Developing preliminary form of product, (4) Preliminary field testing, (5 ) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation, In this study only carried out until the six stage, namely as follows.

1. Research and information collecting; included in this step include the study of literature relating to the problem being studied, and preparation to formulate a research framework;
2. Planning; included in this step are formulating skills and expertise related to the problem, determining the objectives to be achieved at each stage, and if possible / required to carry out a limited feasibility study;
3. Develop the preliminary form of product, which is to develop the initial form of the product to be produced. Included in this step are the preparation of supporting components, preparing guidelines and manuals, and evaluating the feasibility of supporting tools;

4. Preliminary field testing, which is conducting initial field trials on a limited scale. by involving as many as 6-12 subjects. In this step data collection and analysis can be done by interview, observation or questionnaire;
5. Main product revision, which is making improvements to the initial product produced based on the results of the initial trial. This improvement is very likely to be done more than once, in accordance with the results shown in limited trials, so that the main product (model) draft is ready for wider testing;
6. Main field testing, the main trial involving all students.
7. Operational product revision, which is to make improvements / improvements to the results of wider trials, so that the product developed is already an operational model design that is ready to be validated;
8. Operational field testing, namely the validation test step against the operational model that has been produced;
9. Final product revision, which is to make final improvements to the model developed to produce the final product (final);
10. Dissemination and implementation, which is a step to disseminate the product / model developed

### IV. RESULTS AND DISCUSSION

Based on the learning system design procedures used the Borg and Gall development model, the stages of research implementation for the first year that have been six step will be explained in detail as follows.

1. Research and information collecting; included in this step include the study of literature relating to the problem being studied, and preparation to formulate a research framework;

Before this research was carried out, first the initial research conducted by PGRI in Central Java that examined the problems of teachers



in Central Java, from the results of the initial research obtained data that the teachers in Central Java did not understand about the existing legal protection, Central Java PGRI already has a law firm that helps with teacher problems, but less than 50 percent of teachers are aware of a legal consulting firm in Central Java that specifically protects teachers, therefore breakthroughs are needed so that teachers are protected, wrong one of them makes teacher protection through the web which can be accessed anywhere and anytime by all teachers in Central Java

2. Planning; included in this step are formulating skills and expertise related to the problem, determining the objectives to be achieved at each stage, and if possible / required to carry out a limited feasibility study;

In planning the making of the web for legal protection for teachers that we introduce as e-law consult, which will be given menus related to how teachers submit their problems

via web-based online for teachers in Central Java region, teachers can type the problem is clearly in the web page then the teachers can choose which lawyer will be appointed according to their expertise, so that the lawyer's answer is able to provide the best solution for the good fortune of the teachers in Central Java

3. Develop the preliminary form of product, which is to develop the initial form of the product to be produced. Included in this step are the preparation of supporting components, preparing guidelines and manuals, and evaluating the feasibility of supporting tools;

At this stage, the researcher designed the product to be developed based on the results of the planning that has been done. From this research, anweb-based learning media was produced using e-law consult. The material in this media was teachers can be seen more program to help teachers get solve from more problem in the following image.

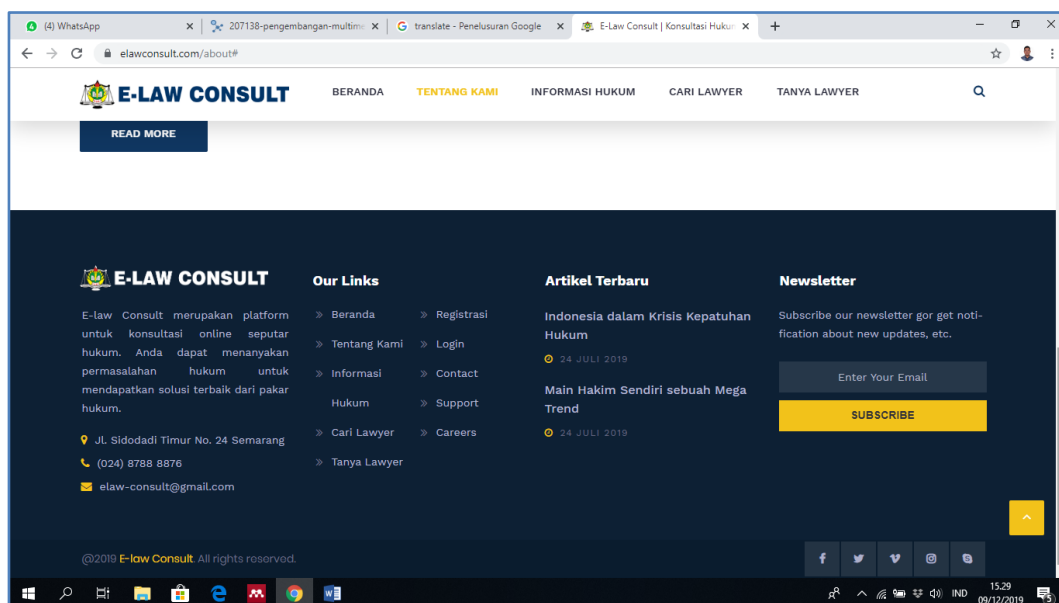


Figure 1. design of e-law consult

4. Preliminary field testing, which is conducting initial field trials on a limited scale. Byinvolving as many as 6-12 subjects. In this

step data collection and analysis can be done by interview, observation or questionnaire;

At the stage of developing web-based learning media using website would be made in accordance with the material, after the web-based media using e-law consult was completed, it would be validated by media experts and material experts by the validator to get input and evaluate according to the input provided by the validator. The results of the validation will be described below.

#### a. Material Validation

Validation by the material expert is done so that the media that will be tested is truly

feasible to be used in research. Development products evaluated by lecturer of technical informatic at Universitas PGRI Semarang) namely e-law consult based on web using a questionnaire that must be filled out by material experts.

The results of the validation and assessment of the learning material experts for each aspect are presented in the following table.

Table 1. Result of Material Validation

No.	Assessment Aspect	Expected Score	Evaluation Score	Feasibility
1.	Relevance	24	22	91,67%
2.	Accuracy	16	13	81,25%
3.	Completeness of Serving	4	3	75%
4.	Basic Concepts of Material	8	7	87,5%
5.	The suitability of the presentation with the demands of student-centred learning	16	15	93,75%

The next stage the researcher analyzes the overall results of the assessment by material experts.

$$\sum_{n=1}^n (\text{answer} \times \text{score each choice}) = 60$$

$$\text{highest score} = 17 \times 4 = 68$$

Then the data above is calculated using the following formula

$$\text{percentage} = \frac{\sum (\text{answer} \times \text{score each choice})}{n \times \text{highest score}} \times 100\%$$

$$\text{Percentage} = \frac{60}{17 \times 4} \times 100\%$$

$$\text{Percentage} = 88,23\%$$

From the above calculation, the percentage of eligibility for e-law consult based website is 88.23% by the material expert. After being converted to a scale conversion table, e-law consult based website media is in the range

of 81% to 100%. So placing the position on the criteria is very good. Score percentage of each aspect of material validation above can be seen in form of clustered column diagram at the following figure.

Comments on expert learning materials (validation of expert judgment of materials) in general, namely the material presented is more adapted to everyday life. Comments and suggestions from learning material experts are taken into consideration for improving the design of e-law consult based website media, following up on comments and suggestions from the validator of learning material experts, it is necessary to make revisions to e-law consult based website media ). The revision made is by giving contextual problems that are in accordance with students' daily lives.

### b. Media Validation

Validation by media experts is done so that the media that will be tested is really feasible to be used in research. Development products evaluated by media experts which is an -law consult based website using a questionnaire that must be filled out by media experts.

The results of the validation and assessment by media experts for each aspect are presented in the following table.

Table 2. Result of Media Validation

No.	Assessment Aspect	Expected Score	Evaluation Score	Feasibility
1.	General Display	24	22	91,67%
2.	Special Display	12	10	83,33%
3.	Media Presentation	16	14	87,5%

The next stage the researcher analyzes the overall results of the assessment by media experts.

$$\sum_{n=1}^n (\text{answer} \times \text{score each choice}) = 48$$

$$n = 13$$

$$\text{highest score} = 4$$

Then the data above is calculated using the following formula:

$$\text{Percentage} = \frac{\sum (\text{answer} \times \text{score each choice})}{n \times \text{highest score}} \times 100\%$$

$$\text{Percentage} = \frac{46}{13 \times 4} \times 100\%$$

$$\text{Percentage} = 88,46\%$$

From the above calculation, the percentage of eligibility for -law consult based website is 88.46% by media experts. After being converted to a scale conversion table, -law consult based website media is in the range of 81% - 100%. So placing the position on

the criteria is very good. Score percentage of each aspect of media validation aboved can be seen in form of clustered column diagram at the following figure.

Media expert comments (validation of media expert judgment) in general, namely the -law consult based website can be used in elementary school until senior high school and the -law consult based website media is an interesting product, hopefully, this media can be applied in play store so teachers can easily download it. Comments and suggestions from media experts are taken into consideration for improving the design of the -law consult based website following up on the comments and suggestions from the validator of media experts, it is necessary to make revisions to the -law consult based website media. The revision is to manage Android or web users by registering teachers who have an Android or web so that all teachers can learn to use Android and try this media to be applied later in the web.this research was corroborated by Baskir, C. E. (2012). was development of an e-law consult rare book and manuscript for special library collection.The use of e-law consult will be able to model these valuable manuscripts and rare books and appear as website to ensure that the collection can be better maintained. Users will be able to open the web which has a variety of menus that can help teachers convey their problems, this results was explained by Genty, P. M. (2008). About Overcoming Cultural Blindness in International Clinical Collaborative: The Divide between Civil and Common Law Cultures and Its Implications for Clinical Education, with clinic or consultation about law make be easily teachers.

5. Main product revision, which is making improvements to the initial product produced based on the results of the initial trial. This improvement is very likely to be done more

than once, in accordance with the results shown in limited trials, so that the main product (model) draft is ready for wider testing;

After the product is given input by media and material experts on e-law consult products, there are some revisions to the appearance

and menu such as adding the photo of the lawyer to be contacted, making it easier for teachers to communicate, then the existing data base must be protected by various hackers, so that the confidentiality of the problems of the teachers is able to be kept and their confidentiality maintained



Figure 2. revision e-law consult product

6. Main field testing, the main trial involving all students.

from the results of limited tests around the managers and members of PGRI in the kedungsapur area showing that 90 percents of them are very agree to the existence of these e-law consult products, so that the presents of the teachers should have been agreed in the rest of the government, there is no reference, there are no reasons, there are no reasons, there are no reasons, there are no reasons, there are no reasons, there are no reasons, there are no reasons. explaining the problem because the fear is reported by the police by the student's parents, so that the e-law consult is presented the problem can be overcome quickly and accurate, this stronged by Smith, B. D., & Silk, K. (2011). About Cultural competence clinic: an online, interactive, simulation for working effectively with Arab American Muslim patients, any patient in arab american was used application via web or

smartphone to protect and help any problem especially health.

## V. CONCLUSION

The conclusions of this study are (1) e-law consult products have been created that assist teachers in presenting their problems online, (2) Design of e-law consult Media is valid and suitable for use by teachers. This can be seen from the assessment of material experts, media experts, and teachers responses where the results are in very good criteria.

## Acknowledgment

We are deeply indebted to all members of LPPM Universitas PGRI Semarang and we would like to thank the Ministry of Research and Technology for the support funding of this research.



## VI. REFERENCES

- [1] Afandi, F. (2013). Implementasi Pengabdian Masyarakat Berbasis Access To Justice Pada Lembaga Bantuan Hukum Kampus Negeri Pasc aPemberlakuan Undang-Undang Bantuan Hukum. Jurnal Rechts Vinding: Media Pembinaan Hukum Nasional, 2(1), 31-45.
- [2] Ardi, M. (2016). PERLINDUNGAN HUKUM TERHADAP GURU DI KOTA PONTIANAK (Studi Tentang Implementasi Pasal 39 Ayat (3) Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen). Edukasi: Jurnal Pendidikan, 11(2), 173-182.
- [3] Byron, I. P. (2014). The Relationship Between Social Justice And Clinical Legal Education: A Case Study Of The Women's Law Clinic, Faculty Of Law, University Of Ibadan, Nigeria. Int'l J. Clinical Legal Educ., 20, 563.
- [4] Baskir, C. E. (2012). Crossing Borders: Creating An American Law Clinic In China. Clinical L. Rev., 19, 163.
- [5] Bintliff, B. (1996). From Creativity To Computerese: Thinking Like A Lawyer In The Computer Age. Law. Libr. J., 88, 338.
- [6] Davis, P. C. (1992). Law And Lawyering: Legal Studies With An Interactive Focus. NYL Sch. L. Rev., 37, 185.
- [7] Dewi, N. K. R. K. (2019). KAJIAN HUKUM ATAS PEMBERIAN BANTUAN HUKUM TERHADAP MASYARAKAT TIDAK MAMPU DI INDONESIA. Jurnal Komunikasi Hukum (JKH), 5(1), 106-113.
- [8] Genty, P. M. (2008). Overcoming Cultural Blindness In International Clinical Collaborative: The Divide Between Civil And Common Law Cultures And Its Implications For Clinical Education. Clinical L. Rev., 15, 131.
- [9] Hadi, M. (2012). Pembuatan Website Kantor Advokat Penasehat Hukum, Konsultan Hukum Ny. Ernawati SH, MH. IJNS-Indonesian Journal On Networking And Security, 2(3).
- [10] Handoko, W. T. (2015). RANCANG BANGUN SISTEM INFORMASI DATA KONSULTASI PERKARA KLIEN PADA BIRO KONSULTASI DAN BANTUAN HUKUM (BKBH) UNIVERSITAS STIKUBANK (UNISBANK) SEMARANG.
- [11] Komara, E. (2016). Perlindungan Profesi Guru Di Indonesia. Mimbar Pendidikan, 1(2).
- [12] Smith, B. D., & Silk, K. (2011). Cultural competence clinic: an online, interactive, simulation for working effectively with Arab American Muslim patients. Academic Psychiatry, 35(5), 312-316.
- [13] Trianto & Tutik, T. T. (2006). Tinjauan Yuridis Hak Serta Kewajiban Pendidik Menurut UU Guru Dan Dosen. Surabaya: Prestasi Pustaka.